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CLASSICS IN THE CENTURY'S SIXTH DECADE

A Condensation of a Paper

BY WILLIAM CHARLES KORFMACHER
Saint Louis University

WHEN WE recall that, by conventionally accepted chronology, this present year of 1952 is the two thousand seven hundred and fifth during which Latin has been continuously spoken in some part of the world, we may allow ourselves the luxury of a passing moment's comfort that a language so established and so dedicated can not readily perish from the earth. Yet the very experience that allows us this momentary consolation awakens in us as classicists the judgment of distance and the automatic reaction of the long look, so that we recall that other institutions—languages and empires—equally well founded or even more solidly placed—have yet succumbed to the assaults of an overwhelming Time. With this thought in mind, and with the all too obvious understanding that these present days are times of challenge and crisis and change, we may not be ill-advised to look to the prospect of the classical languages of Greek and Latin in the now opened sixth decade of the twentieth century, or, for that matter, in the several decades destined rapidly to ensue upon the completion of the sixth.

THE CLASSICS IN GENERAL PERSPECTIVE

A multiplicity of studies challenging basic concepts and procedures in American education, on all levels, has been one of the sequels to World War II, and provides something of a *milieu* to one attempting to examine the classics in general perspective. Eloquence has outdone itself in assailing the shortcomings of our educational endeavors as a nation, from the earliest days of the kindergarten to the very day of the conferring of the bachelor's degree, and even into the more august and almost sacrosanct domains of the graduate school. Education on the elementary and secondary levels has felt, and in many quarters is still feeling, the full impact of the progressivist movement. Planning for high-school programs has been notably influenced by a set of theories given expression by the Commission on Life Adjustment Education for Youth in 1949. The same year, 1949, was that of the now famous *Fortune* survey on

LOVE CONQUERS ALL

After Anacreon

BY GARDNER WADE EARLE
Cleveland Heights (Ohio) High School

The sons of Atreus I would praise
(At least I tried),
Or Theban Cadmus in my lays
Of Hellas' pride.

My lyre would sing but one refrain:
The theme of love in every strain.

I changed the strings; I changed the
lyre

(It was no use).

Great Heracles I would admire
(I've no excuse).

But all my lyre would sing today
Was love. I'll put the thing away.

Farewell, then, heroes I have slighted
(No fault of mine);
My fame as poet has been blighted
(My grief and thine).

The greatest of the gods above,
Small Eros, wins—he sings of love.

"Higher Education," conducted by Mr. Elmo Roper, with its revelations of mass mind thinking on the objectives of college training. While, for example, 57% of those interviewed expected from college a "training for a particular calling or occupation," only 7% seemed interested in "a better appreciation of such things as literature, art, and music." At the same time, professional journals and full-scale books were being devoted to studies of the newer content for colleges, especially in the first two years, where hopes were expressed for some sort of articulated program to replace the haphazard eclecticism that had prevailed in many quarters.

At the college level, therefore, especially with the vast influx of veterans and others following the close of World War II, classics seemed to be somewhat on the upgrade. The mere fact of greatly increased numbers in college itself contributed to the growth of our classics classes; in addition, there was something congenial in the humanistic tradition as expressed by our discipline that fitted in with efforts towards a some-

what fixed curriculum in the first two years.

Then came, of course, the opening of the struggle in Korea, the commitment of large American forces there, rearmament, the prospect of universal military training, and the specter of sharply decreased enrollments in institutions of higher learning. As always, on all levels where the classics have been taught, the cry of "non-essential" is likely to be heard; and preparations for a third major war within forty years, even if that struggle does not develop, may well be expected to have a stifling effect on the classics in American schools.

THE CLASSICS IN COLLEGE AND UNIVERSITY

As classicists, we are convinced that the realm of *ideas* belongs very definitely to our interests. Ideas, thought, content, may well be the theme to the part we are to play in the symphony of American higher education during the sixth decade of this century and thereafter. Sometimes, in the very familiarity we have with the treasures of classical literature, we forget that the great concepts contained therein—and almost trite to us—are new and arresting in the potentialities they have for presentation to our students and the general public. Whatever our individual views may be, for example, as to the Great Books Movement and its recommended means of discussion, we can learn from them at least the value of getting to the thought, the meaning core, of such a classic as Plato's *Apology* or Aeschylus' *Oresteia*. The lucid enunciation of fundamental truths as found in the classical authors, as well as their frank awareness of certain of the ever-recurrent problems of humankind and human society, are ours for the asking—ours for transmittal to our students and to earnest-minded men and women outside the college campus.

We need, too, to devote ourselves more fully than we have sometimes done to literary interpretation and appreciation in the works we read with our classes. This I say with full consciousness that *appreciation* is a dangerous word, sometimes associated with the sort of vapid and superficial sentimentality that our scholarly sense rightly abhors; but there is a desirable mean between a pedantic philologism and an amateurish appraisalism.

Let us, by all means, maintain and intensify our individual objects of particular research; let there be no slackening of scholarly output, nor of the effort to stir a like enthusiasm among our graduate students. But let us not, on the other hand, see in an ode of Horace *merely* an exercise in palaeographic technique, or in a book of Livy *merely* a repository of antiquarian lore. Particularly with undergraduate classes we need to make clear that the works in Greek and Latin with which we are dealing are genuinely *literature*, to be understood and evaluated and appreciated, to be examined and weighed in the scales of recognized aesthetic standards.

We should also, I believe, find friends and allies in fields naturally close to classical philology. The hidden antipathy sometimes existing between the philologist and the archaeologist, or between the philologist and the specialist in linguistics, is deplorably short-sighted. These disciplines are fundamentally with us. And I should like to see far more good fellowship than is now the case between classical philologists and our comrades in the modern foreign languages, in English, in philosophy, in history, in the fine arts. We all stand to gain by fashioning a common front for the *humanities* in a society all too ready to dismiss us with a quizzical "Cui bono?" and to turn to disciplines that appear more immediately rewarding in terms of utilitarian gain.

And this consideration brings us to the question of Greek and Latin "courses in translation." I have ventured elsewhere (*The CEA Critic* 13, April, 1951, page 1) to outline briefly what appears to me to be a sane attitude for the professional classicist on this topic. For while we naturally prefer to have Greek classics read in Greek, and Latin classics read in Latin, the plain fact today is that large numbers of college students are reading them in English, and will continue so to read them whether we approve or no. Why not, then, while continuing as vigorous a program as we can in actual Greek and Latin, also offer the other type of work, and not surrender it to departments of English or even social history? In a word, let us accept and promote "courses in translation" as long as we ourselves are the teachers of them.

THE CLASSICS IN THE SECONDARY SCHOOL

Perhaps it is fair to surmise that the place of the classics today in college, perilous though we find it, is yet more secure than that of the classics in the secondary school. And while secondary-school teachers have bent every

effort to aid us on the college and university level, it must be admitted, with shame and distress, that classics faculties in institutions of higher learning have often been coldly unresponsive to the difficulties of high-school Latin teachers. The condition, I think, is

LET'S GO TO OXFORD!

The Fifth Annual Latin Institute of the American Classical League will be held at Miami University, Oxford, Ohio, from Thursday to Saturday, June 19-21, 1952.

Those who have attended past sessions of the Institute agree that it is one of the best meetings of the year for teachers of the classics. The campus of Miami University is beautiful in June, the living accommodations are excellent, and the programs are inspiring and instructive. Not the least attractive feature of the Institute is the opportunity which it affords of meeting and exchanging ideas with others of similar interests who come from different sections of the country.

The program and other helpful information will appear in later issues of *THE CLASSICAL OUTLOOK*. This is the time to make plans to go to Oxford in June.

—George A. Land
Chairman, Program Committee

changing for the better, but there is yet much to be done. The ideal would be attained only if *all* college and university classics faculty men and women were to become genuinely aware of the difficulties besetting their colleagues in the high schools, and consistently active in their efforts to aid them.

In the high schools themselves—with notable exceptions in certain of the private institutions and the more elect among the public schools—Latin is, as we know, facing widespread obstacles. Teachers tell us how their principals and superintendents discourage even interested students from entering the Latin classes, how grammar-school teachers warn against the subject, how regulations for the minimum number of pupils necessary for a class tend to kill off the fourth and even the third year of Latin. Into the picture, too, come the facts of mass education, the lowering of educational standards, the conviction that everyone must get a diploma, and a host of like situations, all inimical to the subject in the secondary school.

And yet we are blessed today with high-school Latin textbooks of an excellence not previously reached, and with a corps of teachers including large numbers whose training and enthusiasm exceed anything that previous decades of the twentieth century have achieved. I believe that our salvation in the secondary school does not lie along the path of supine compliance. We must remember that Latin is, first and foremost, a *language*, not a series of glimpses into ancient life, nor a succession of "projects" depending primarily upon manual dexterity. And as a *language* to be learned and acquired, at least in a rudimentary way, it will not lie within the capabilities of *all* students, even though it is quite possible to vastly greater numbers than now attempt it.

Long ago the primary immediate objective in the study of Latin was declared to be "progressive development of power to read and comprehend Latin." I believe this objective is just as sound today as it was when enunciated in the *Report of the Classical Investigation* (Part I) twenty-eight years ago. True it is, and should well be, that *along with* the study of Latin as a language we shall study many other things—Latin for English, Latin for historical and cultural aims, Latin as an integrating subject in a core curriculum, Latin as applicable to citizenship training, Latin in a youth-centered program. We shall have, and should have, our projects and plays, our clubs and carnivals, our banquets and bridge-making, our posters and programs. Increasingly, we shall "enrich" the Latin curriculum, shall make use of the splendid aids available through the American Classical League Service Bureau, shall ally ourselves with the Junior Classical League, shall confer the Eta Sigma Phi medal, shall employ the resources of visual materials in charts and pictures and slides and motion pictures, of auditory materials in the many types of recordings and tapes now readily to be had. But withal we shall, if we are wise, continue to teach Latin as a *language*, neither conspiring to make it artificially difficult nor conniving to make it speciously simplified. We shall act on the conviction that there are still high-school boys and girls in sufficient number to rise to the challenge of hard, but possible and rewarding work.

THE CLASSICS AND THE CLASSICS TEACHER

There is serious concern, as we are all aware, for the caliber of teaching, on all levels, in America today and more especially for America tomorrow.

THE CLASSICAL OUTLOOK

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row. Professor Ortha L. Wilner recently headed a committee of the American Classical League having to do with secondary-school Latin teachers, and the League has more recently set up a placement office which has most promising possibilities. Yet the fact seems clear at this very moment that there are places which would give Latin if there were teachers available, and other places where Latin is dying a slow death because it is being half-taught by someone ill prepared for his task.

I believe that a partial answer to the financial problem, on all levels, may be found in an increasing professional consciousness among teachers themselves, and in the legitimate pressures that might ensue therefrom.

Classics teachers genuinely trained for their tasks usually rank well, I am convinced, in a sense of professional duty and devotion to their students and their institutions. As a body, they rank comparatively well in professional scholarly output. But I think we need to hearken to the committee on Educational Policies of the Classical Association of the Middle West and South, which this year is encouraging a spread of publication activities of classical scholars beyond the bounds of strictly classical journals. Perhaps some of us will succeed in publishing in the great national magazines of general circulation; that would be best of all. But next in importance would be articles and notes from our hands in journals devoted to English, the modern foreign languages, history, philosophy, and education. We may well find ourselves pleasantly surprised by the kindness with which our offerings will be received.

Speaking engagements before clubs and organizations other than those of

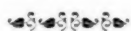
our immediate field are important, also, whether we speak on topics from the classics, in popular vein, or on more general topics of the day. It is well for the public at large to know that the classical scholar has thoughts—and worthy thoughts, too—on current problems, not *despite* his classical interests, but in many cases *because* of them.

And if our discipline suffers, especially in the secondary school, from the apathy and even the active enmity of officialdom, let us see what can be done about the situation. Active efforts towards the restoration of classicists as collegiate and university administrators are surely worth while, as are similar efforts to find places for classicists in secondary-school superintendencies and principalates.

Ours is a high calling, ours a noble and fascinating subject. And while, in duty to ourselves and our dependents, we shall strive as effectively as we can for financial betterment, we shall always remember that our profession has rewards other than monetary.

* * *

The seas of this sixth decade are, then, troubled but not uncharted. We have faced like difficulties before. Our course is clear. "Nil desperandum" must be no mere counsel against surrender, but a tocsin call to sure and purposeful sailing.



ECHO OF SAPPHO

By LUCY F. SHERMAN

St. Mary's School, Peekskill, N. Y.

She's my fair daughter, only child.
In beauty like the golden flowers—
Kleis, for whom I'd not accept
All Lydia's dowers.

LETTERS FROM
OUR READERS

FEBRUARY BANQUETS AND PROGRAMS

Many Latin clubs which have their Roman banquet in February use as the central theme an ancient wedding or an ancient love story. Miss M. Corinne Rosebrook, of Emma Willard School, Troy, N. Y., writes:

"One year we celebrated our Roman banquet as a marriage feast, when two of Rome's leading families were linked in matrimony in a beautiful ceremony. We had studied all accounts of Roman weddings available to us, and had written our own Latin version of a ceremony. After the banquet we sang Latin songs, had a Roman fashion show, and played 'Twenty Questions', using ideas from classical antiquity."

Mrs. Rose F. Little, of Andrew Lewis High School, Salem, Virginia, writes:

"An original version of the Pyramus and Thisbe story, in verse, was written by one of my tenth-grade students. It was then acted out in pantomime while the reading was being given at our Latin club meeting on Valentine's Day."

THIRTEENTH LATIN WEEK

Miss Irma E. Hamilton, of the Wilkinsburg (Pa.) High School, writes:

"The thirteenth annual celebration of Latin Week in the Pittsburgh area, the oldest, I believe in the United States, will be held from February 11 through February 22, at the Buhl Planetarium. There will be a 'Sky Show,' with the title 'The Celestial Speed Demon—Mercury.' This year's featured deity will be Mercury. There will be a 'Mercury Contest' for boys in schools of Pittsburgh and vicinity; the selection will be based entirely on scholarship. Each of the ten young men ranking highest in this contest will appear as Mercury on the stage of the Planetarium at one afternoon performance of the 'Sky Show.' In addition, there will be a Latin Exhibit and a Scholastic Achievement Test, with prizes for winners. In the past, high-school students have come from at least three states to participate in our Latin Week."

HERO TALES

Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, sends in a copy of an announcement of a radio series, "Hero Tales from Ancient Greece," and the teachers' handbook to accompany the series. The series is being broadcast this school

year. It includes the stories of Cupid and Psyche, Daedalus, Bellerophon, Jason, etc. Mrs. Burton writes: "This is a permanent series and will be re-broadcast annually."

THE PARIS HERALD

Mrs. Burton also sends in a clipping from the Paris edition of the *New York Herald*. It is an editorial entitled "Why Study Latin," and is copied from the *Memphis Commercial Appeal*. She writes: "A plug for Latin from the Paris edition of the *New York Herald* is certainly something different!"

GROUP DYNAMICS

Mrs. Elizabeth W. Kelley, formerly of Hayward (Cal.) Union High School, and now of San Lorenzo (Cal.) High School, writes of her use of "group dynamics" in her Latin classes at Hayward. She says:

"Committees of the students mapped out what they regarded as needed review material. Certain individuals then made themselves responsible for mastering particular parts of the material, and of drilling other members of the class upon them. Students prepared tests, administered them, and corrected and graded them. The teacher remained as much as possible in the background. The first experiment in this type of teaching was made in the fourth semester of Latin, and was applied to a general review, so that the reading of Caesar might be more rapid. The technique proved so successful that it was afterwards applied in the beginning Latin classes also."

INTERNATIONAL LANGUAGE

Mr. Jacob Mann, Acting Principal of Boys' High School, Brooklyn, N. Y., sends in a clipping from the *New York World-Telegram and Sun* for November 14, 1951, which reports that the International Civil Aviation Organization is now working on an international language for aviation, to be called ILA, in which words with Latin roots are to be given preference. Mr. Mann says: "May we not use this article as an argument for Latin when we talk to aviation-minded boys?"

"VENI, TULLI!"

Miss Marguerite B. Grow, of the Hockaday School, Dallas, Texas, writes:

"A present for my new house last fall was a little Australian terrier. I named him Marcus Tullius Cicero, and address him as Tulli. He understands (and nearly always obeys) a few Latin commands: 'Veni,' 'Veni celeriter,' 'Mane,' 'Sede,' 'Specta,' etc. When I say 'Veni statim' he leaps over all obstacles to reach me. But he is too

active to heed a command to lie down!"

ENROLLMENTS

Professor Charles D. Perry, of the University of Alabama, writes:

"Our department at Alabama continues to grow. In one year we went from an enrollment of 67 to one of 203. Four candidates for the doctorate here are now offering Latin for their second language—a situation which is apparently little less than a sensation on the campus. We have introduced archaeology, mythology, and courses in Greek and Roman literature in translation. The mythology alone drew 85 last semester—a phenomenal enrollment for a new course. Naturally, we are delighted!"

PREPOSITIONS DON'T "TAKE" ANY CASE

By JOHN F. GUMMERE

Headmaster,
William Penn Charter School
Germantown, Pa.

ONE OF the most interesting instances of teaching in reverse is found in the usual treatment of Latin prepositions. To begin with, a good many grammars refer to "prepositional" prefixes to verbs. The fact is that these prefixes are adverbs; their use as prepositions is a later development.

In the second place, grammars state that *circum*, for instance, takes the accusative; *pro* takes the ablative; while *sub* and *in* may take either the accusative or the ablative. This gives the impression that the case of the nouns in question is determined by the presence of the preposition. This is simply not true. The appropriate case would be used in any event; the "prepositions" are simply adverbial modifiers. Being adverbial modifiers, they were sometimes used with several cases (cf. Greek *epi*, found with genitive, dative, and accusative). Everybody knows that in poetry we find place constructions without any adverbial modifiers.

Equally interesting is the increased use of such adverbial modifiers. They mark the step from signalling meaning through terminations to signalling through function-words. Late Latin and its descendants, the Romance languages, completed the transition. In them, the adverbial modifier (which we call a function-word) carries the entire meaning, while the termination of the noun is obscured or lost and has no significance at all.

One of the three basic principles of English grammar is the use of function-words. Function-words perform important duties in other European languages. Therefore, grammarians at-

tempting to analyze Latin, naturally, tended to analyze it in terms of their own tongues. In their own tongues, function-words were and are the elements which carry the meaning. What more natural, then, than for these grammarians, in their ignorance, to attach precisely the same importance to Latin prepositions?

There are many opportunities in the Latin class to press home the value of the study of Latin for language learning. Possibly the discussion of prepositions, together with a demonstration of the radical difference between Latin and English in the use of function-words, may assist in this. One can go on from that point to show that English verbs have only two "tense" forms, present and preterit; all the rest of the tenses, so-called, are indicated by the addition of function-words.

PLANTS AND FORGETFULNESS OF HOME

By EUGENE S. MCCARTNEY
University of Michigan

In a delightful book by a gifted Indian author, Santha Rama Rau, *East of Home* (New York, 1950), p. 279, there is recorded a superstition that inevitably reminds one of the effects the eating of lotus produced upon the emissaries of Ulysses to the Lotophagi. She got it from the lips of a Balinese child who guided her to a sacred spring: "He told me that if you pick any leaves or flowers there you forget your way home and are lost forever."

We have rosemary for remembrance, but our wild flowers would be in less danger of extinction if we had a few superstitions that threatened pickers with loss of memory.

TEACHER PLACEMENT SERVICE

The American Classical League Service Bureau is offering for the calendar year 1952 a placement service for teachers of Latin and Greek. For details see the October, 1951, issue of *THE CLASSICAL OUTLOOK* (page 1) or write to the Director.

A GREEK SCHOLARSHIP

For students who will enter college in the fall, Amherst College offers a freshman scholarship in Greek, of \$550, to be awarded on the basis of a competitive examination in March. The holder of the scholarship will be required to take one of the regular courses in the Department of Greek during his freshman year. So long as

he pursues the study of Greek, he will be known as the Harry de Forest Smith Scholar. Complete details of the scholarship may be obtained from Professor John A. Moore, Department of Classics, Amherst College, Amherst, Mass.



A MODERN PARIS

BY GAIL ALLEN BURNETT
San Diego State College, California

THE JUDGMENT of Paris is given a new twist in Christopher Fry's poetic comedy *Venus Observed* (Oxford University Press, 1949). The modern Paris, named Edgar, must give the apple to the one whom he chooses to be, not the most beautiful, but his father's wife and his own mother. It is an unusual request, to be sure, which the Duke of Altair makes of his son Edgar, to choose whether he will have Jessie, Hilda, or Rosabel for his mother. But the young man's real mother died at his birth, and the duke, now in the autumn of his life, has decided to marry one of the three women who all have been "at some time implicated / In the joyous routine of his (my) life." When Edgar is reluctant to decide such a contest his father remonstrates that surely it can not be too difficult if Paris was able to decide between the "tide-turning beauty" of Aphrodite, Hera, and Athene.

Whereas Paris was bribed by the goddesses because they all wanted to win the prize, poor Edgar tries to give the apple to women who do not know what is at stake. He first gives it to Rosabel, who is a passionate actress, the youngest and most beautiful of the three; but he takes it away from her again when she flies into a rage at the duke's lack of humanness and at his preoccupation with celestial bodies. Edgar next offers the apple to Jessie Dill, who is fat, motherly, and unimaginative. She shows none of the jealousy or spite of the Homeric Juno, but is easygoing and content with things as they are. She is the kind of woman who sees only the tip of the fin of a finnan haddy while others are spying a whale; and when others catch sight of a comet she sees only the usual end of the Crystal Palace. She would like the apple, but thinks it is prettier on the tree. Hilda Taylor-Snell, who would be the Athene of the trio, has none of the goddess's warlike attributes, although her Anglo-Saxon given name means "war." Though not a virgin like Athene, she is appropriately aloof; she displays more wisdom than Jessie and less passion than Rosabel.

The duke is not at all concerned

about Edgar's difficulties in giving away the apple; he is engrossed in viewing the eclipse of the sun through his telescope. However, when Perpetua, a young and beautiful girl, appears simultaneously with the return of the sun from the shadows, the duke is no longer disinterested in the choice of Edgar's mother, but wishes to offer the girl a whole dish of apples. Edgar, the duke's "extension in time," becomes a rival of his own father for Perpetua, the everlasting love and beauty of the world.

In a day when the theatre has been distinguished chiefly because of such realistic tragedies as *The Death of a Salesman* and *A Streetcar Named Desire*, it is a welcome change to turn to the witty comedies of the English author Christopher Fry, who interprets real life in poetry that sparkles with rich imagery, original inventions, and mythological allusions.

DE CULICE PSEUDOVERGILIANO

BY ROGER PACK
University of Michigan
Custodem pecoris resupinum nactus
in herba

Naviter incubuit parvulus ille culex
Impegitque veru, tum consurrexit in
ensem:

Pupillam tereti perterebravit acu.
Felicem, quisquis recubat sine conopeo,
Cum coluber saevo comminus ore
micat!

A TRUE FISH STORY

BY CHARLES CHRISTOPHER MIEROW
Carleton College, Northfield, Minn.

FROM A recently syndicated news pictorial entitled "Porpoise with a Purpose," we may learn that fish—excuse me, I mean cetaceans—have not changed greatly since the days of the Roman Empire. The illustrations show Flippy, the present-day porpoise of St. Augustine, Florida, ringing a bell with his nose, retrieving a baton, and jumping through a hoop suspended three feet above the surface of his pool. For each of these feats he is rewarded with a fish. The headline of the featured article seems to imply that the fish is his "purpose."

Now recall the Younger Pliny's wonderful tale of a tame dolphin (*Ep.* ix, 33). "Incidit in materiam veram," he says, "sed simillimam fictae." Truth is stranger than fiction. The dolphin of which he speaks was sporting in the waters of the Medi-

terranean near the present Bizerte, in North Africa. It was a companionable creature, and loved to participate in the aquatic sports of the boys: "Delphinus, quasi invitet et revocet, exsilit, mergitur variosque orbes implicat expeditque." It even carried one of them out to sea on its back, but returned him safely to his comrades: "... mox flectit ad litus redditque terrae et aequalibus." This became a regular game, repeated day after day. The first boy to ride the great beast "agnosci se, amari putat, amat ipse; neuter timet, neuter timetur." Then lo and behold! The dolphin's mate appeared, though only as a spectator and companion. After a while the tame dolphin permitted itself to be pulled out of the water to bask in the sun upon the sandy beach.

Here was an ancient porpoise ("the common dolphin is also usually called porpoise by sailors," says Webster) that had no purpose other than play and enjoyment. The same is probably true of Flippy of Florida today. Of course he accepts the fish—much as a teacher of Latin accepts a modest stipend for doing what one would gladly do for nothing anyhow! But naturally even a cetacean must eat!

BOOK NOTES

Studies Presented to David M. Robinson On His Seventieth Birthday. Vol. I. Edited by George E. Mylonas. St. Louis, Mo.: Washington University Press, 1951. Pp. lix plus 876. 111 Plates. \$25.00.

Without a doubt, the Robinson Studies will go down in the annals of classical scholarship as one of the most impressive tributes ever paid to an American scholar.

Frequently scholars of distinction hesitate somewhat to contribute articles to Festschriften, for fear their studies may suffer thereby a form of scholarly "burial." But in the case of the Robinson Studies, the mighty flood of articles submitted necessitated publication in two volumes.

This, the first volume, comprises a biographical sketch of Professor Robinson; a list of scholars who studied under him, and the titles of their dissertations; a list of Professor Robinson's own publications, and of reviews on his work at Olynthus; a brief "Editor's Note"; and a great body of articles, dealing with prehistoric Greece, Egypt and the Near East, architecture and topography, sculpture, monumental painting, and mosaics. The illustrations are lavish. Some

of the articles are of considerable importance, and even definitive. The names of 105 scholars appear in the roster of authors—many of them the ranking authorities in their respective fields. The writers represent not only the United States, but also England, Scotland, France, Belgium, Switzerland, Germany, Austria, Spain, Greece, Italy, Vatican City, Norway, Sweden, Denmark, Finland, and Lebanon; and many of the foreign scholars have written in their native tongues.

Before such a stupendous piece of work, criticism is silenced. Professor Mylonas and his assistants have produced a volume that is monumental in every sense of the word; and those who know and revere Professor Robinson will feel that no one could have deserved it more.

—L.B.L.

Prudentius I. With an English translation by H. J. Thomson. ("Loeb Classical Library," No. 387.) Cambridge, Mass.: Harvard University Press, 1949. Pp. xvii plus 401. \$3.00.

The Loeb Library is completing its collection of Latin Christian authors: next to Ausonius and Sidonius we can now place the first half of a third poet, the Spaniard Aurelius Prudentius Clemens (A.D. 348-ca. 410).

There is the usual brief but adequate introduction on the life, works, and manuscripts; a very short "Select Bibliography"; the Latin text, with occasional critical notes; and Professor Thomson's translation, with notes to explain Biblical and classical references. The translation is good, though liberties are taken in the insertion and omission of connectives and particles; there is considerable bowdlerization (*ructata* becomes "emitted," *stertens* "lie asleep," *sudata* "hard-won"); and the English is at times needlessly old-fashioned ("what time," "in such wise"). At times, too, the text needs more explanation than is given (e.g., the "two Junos" on p. 373). More serious are the failure to identify the various meters (a page on the prosody would also be appropriate) and the rareness with which attention is called to phraseology taken from Vergil and other classical poets (e.g., *Ham.* 149: "Inproba mors, quid non mortalia pectora cogis!").

These last remarks bring me to my final point. It is amazing how easily and vigorously and aptly Prudentius turns the old language and the old meters to his new purposes: lyrical and admonitory in the odes of the *Liber Cathemerinon* ("A Morning

Hymn," "A Hymn for Epiphany," etc.); narrative, didactic, theological, and polemic in the longer dactylic *Apotheosis* (on the nature of Christ), *Hamartigenia* ("The Origin of Sin"), *Psychomachia* (an allegory in which various virtues do battle with their corresponding vices), and *Contra Oratorem Symmachi* (a rebuttal of Symmachus' plea for paganism), the first half of which concludes the volume. In all of these, there is much good poetry, which the present edition will make readily accessible to the classicists of America.

—K.G.

Pliny, *Natural History*, V (Books XVII-XIX). With an English translation by H. Rackham. ("Loeb Classical Library," No. 371.) Cambridge, Mass.: Harvard University Press, 1950. Pp. 544. \$3.00

This volume, the fifth of ten which are to complete the works of the Elder Pliny, includes the great compiler's notes on trees, vines, grains, poultry, hay, flax, vegetables, and plants for seasoning. It is rich in the practical details of farming—sowing, fertilizing, harvesting, and the storage of crops. It contains also much interesting information on the diseases and enemies of plants and how to combat them; on astronomy and the forecasting of the weather; on the calendar; on old beliefs and superstitions; and on the "good old days" when prices were low and ethical standards high. All students of Roman life will welcome this new "Loeb."

—L.B.L.

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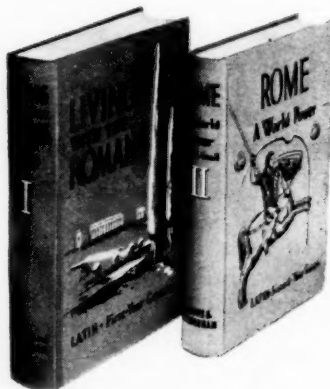
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